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ABSTRACT

The two documents in this packet both focus on English-as-a-Second-Language (ESL) tutoring in the Cheltenham Township, Pennsylvania, area. The bibliography contains approximately 275 references categorized as follows: integrated texts; language skills (separate sections on grammar, pronunciation, and listening); idioms; reading and writing; dictionaries; GED and TOEFL; language for special purposes; citizenship and government; computer software; videotapes; miscellaneous information; and information specifically for tutors. The entries are undated and there are no annotations. The tutor training manual (abridged edition) was drawn largely from a study guide developed by Lutheran Church Women, Philadelphia. It contains the following sections: Introduction; The lesson; Language Experience Approach; Memory Sight Words and Using the Newspaper (both taken from "Basic Literacy: Tutor Handbook," by the Center for Literacy in Philadelphia); Reading to Children; and Planning Lessons. A basic format for a simple lesson plan is provided. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

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GED Writing Sample. Steck-Vaughn. High school equivalency. advanced.

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Rockowitz. How to Prepare for the GED New High School Equivalency Examination. Barron's. Advanced.

Romanek. GED Literature and the Arts. Exercise book. Contemporary.

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LANGUAGE FOR SPECIAL PURPOSES

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U.S. Government Structure. Level II. One of a series of Federal Citizenship Tests. Advanced.

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Beshers. Make Your Money Grow.

Janus.

Bromberg. The English You Need to Know. Barron's Educational Series. Advanced

Bruton. Be Credit-wise: a guide to credit. Janus. (Life skills)

Bushnell. Speak up! Sing out! Mastering Basic English Structures. Songs. Voluntad.

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English Spoken Here: Health and Safety. Book and Exercise Book. Cambridge Adult Ed. For the beginner.

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Ferreira. Read On - Speak Out. Newbury House. Articles on controversial topics of current interest. Advanced.

Finocchiaro. Growing in English Language Skills: Steps to Communicative Competence. Regents. Includes discussion, comprehension, grammar, writing. Intermediate to advanced.

Friedenberg. Finding a Job in the United States. National Textbook Co. Advanced.

Getting Medical Assistance. Cambridge Adult Ed. Co. (Life skills)

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Greatsinger. Read the Instructions First. New Readers Press. Intermediate.

Greatsinger. Signs Around Town. New Readers Press. Intermediate.

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Herzog. Child care. Cambridge Adult Ed. Co. (Life skills)

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Maggs. Identifying Main Ideas. A, B, C. National Textbook Co. Beginner to intermediate.

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Newhouse. Illustrated Abridged Version of the Encyclopedia of Homonyms: sound alikes. Newhouse Press.

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Starkey. What You Need to Know about Basic Writing Skills. Letters and Consumer Complaints. National Textbook Company. (Life skills)

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Tamarkin. Breakthrough in Social Studies Skills. Contemporary Books. Advanced.

Teal. Building Success in the Workplace. Steck-Vaughn. Advanced.

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Vocabulary Builder Sampler. National Textbook Company. Consists of pages of pictures related to food, furniture, professions, etc.; suggests activities and grammar drills for the teacher or tutor.

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TUTOR TRAINING MANUAL

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Much of the material in this manual was drawn from a study guide developed by Lutheran Church Women, 2900 Queen Lane, Philadelphia, PA 19129, and is used by permission Of LCW.

*"Using the Newspaper" and "Memory: Sight Words" rpt. from Basic Literacy: Tutor Handbook, Philadelphia: Center for Literacy, Inc., 1986.

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INTRODUCTION

This manual is intended to accompany a 6-hour training session for tutors of English as a second language (ESL), with a follow-up session to be scheduled within two months' time. Participants will get an overview of teaching vocabulary, idioms, dialogues, reading comprehension and conversation. No previous experience is needed.

English is difficult. Here are some of its characteristics:

1. English is a rich language of about 1,000,000 words.
2. Many words are borrowed from other languages, therefore there are many synonyms.
3. Most words are of Anglo-Saxon origin.
4. Spelling patterns are inconsistent, i.e. write / right, through / threw.
5. Accent patterns are unpredictable, i.e. subject, record, etc. may be stressed on the first or second syllable.
6. Idiomatic expressions abound.

Tutors are urged to compare English and their student's language in the following areas:

1. Alphabet
2. What other language is it related to
3. Structure (word order, use of prepositions, etc.)
4. Sounds or lack thereof.
5. Punctuation

Study these samples of non-English languages, then fill in the blanks.

Spanish: "No sólo de pan vivirá el hombre, sino también de toda palabra que Dios dice."

Russian:

Во второй части книги изображена жизнь новой эмиграции с ее грустными и веселыми моментами. Есть в книге "Советские народные сказки", монологи жителей Брайтон Бич и т. д.

Книга остроумно оформлена художником Яковом Гитисом.

Chinese:

新快
年樂

ผู้ต้องหา

ก. จะวิ่งหนีบวอาจจ้าตรีองกต้องหา

ข. จะวิ่งหนีบงกะบาะอาจจะหนีบ

ค. ยาใจเรื่องไหนาบวอาถีบจับผู้ต้องหาผู้ตรีบถีวขับงุก (ข้ามไหม้าจอด)

ง. บงบยาทุกจบิดใจไหมีเลิกบอย, ถาบรู้จักลักษบยาถึบยาในบอบมิด

Language A

Μιά μέρα ὁ Ἰησοῦς
ἔφυγε πέραν
ἀπό τήν λίμνην τῆς Γαλιλαίας,
δηλαδή τῆς Τιβεριάδος.

Language B

1. Which language uses an alphabet? _____
2. Which language looks most similar to English? _____
3. Which language uses spaces between words? _____
4. In which language do you read from left to right, top to bottom? _____
5. Which language uses capital letters? _____

THE LESSON

A. A well rounded lesson should contain the following six parts:

1. new vocabulary
2. new sentence patterns
3. dialogue
4. reading
5. pronunciation
6. writing

B. In addition, the following four language skills should be taught in this order:

1. listening
2. speaking
3. reading
4. writing

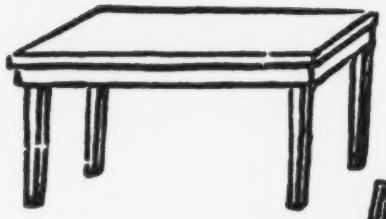
C. Some tutoring tips:

1. Try not to say no
2. Speak at a normal pace
3. Remember that your student may be intelligent and educated, though slow to learn English

SAMPLE RUSSIAN LESSON

The Russian lesson that follows, begins with the introduction of new words and sentence patterns. Then there is a brief dialogue. Try to learn Russian along with the volunteer student. Watch for the four language skills and the six lesson components. Notice that the instructor has a script and props. Have fun!

DO NOT TURN THE PAGE UNTIL THE READING LESSON BEGINS!



стол

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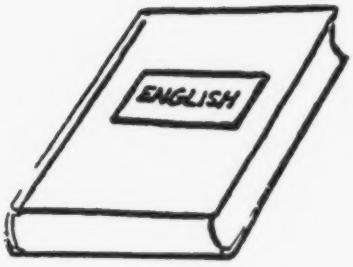

книга

перо

карандаш

лампа

Что Это?

Это стол.

Это стул.

Это книга.

Это перо.

Это карандаш.

Что это? Это стол.

Что это? Это перо.

Что это? Это книга.

Что Это?

1. Это лампа.

2. _____

3. _____

4. _____

Имя: _____

WORKSHEET FOR VIDEO SEGMENT: TEACHING VOCABULARY
Fill in the blanks as you watch the tape

A. lesson time
   1. recommended length per session: _____
   2. _____ times a week minimum
   3. _____% of each lesson students hear and say
   4. _____% of each lesson students concentrate on reading, writing, pronunciation

B. props
   1. best props are _____
   2. examples of, ideas for, good props:

   3. some general categories of props:

      a.
      b.
      c.
      d.

   4. each picture should have only _____ item and _____ words

C. 3 steps for teaching new words:

   1.

   2.

   3.

TEACHING DIALOGUES

A dialogue is a bit of common conversation. Here are some types of dialogues:

1. greetings
2. giving directions
3. what to say in an emergency
4. How to pay a compliment
5. how to disagree
6. how to use the phone

Use these four steps to teach a dialogue:

1. Say the entire dialogue, both parts three times. The student listens. (Be sure you say it exactly the same way all three times.)
2. Say each line three times. The student repeats each line after you each time.
3. You and the student each take a part. You begin the dialogue. (Repeat this step as needed, until student gains confidence and attains fluency.)
4. Switch parts. The student begins the dialogue. (Repeat this step as needed.)

TEACHING READING

Most students will already know the Roman alphabet and that we read from left to right and top to bottom.

It is important that the student not only be able to read words and sentences, but that s/he understand the content of the material read. The tutor should always ask questions to check for comprehension.

Students should read many different types of materials, including maps, labels, signs and schedules.

TEACHING PRONUNCIATION

Pronunciation is made up of several parts. These are the individual sounds, stresses within words and intonation (the melody of a sentence).

When working with problem sounds, the tutor must first ascertain whether the student is hearing the sound correctly. If not, sound discrimination must be taught before addressing the problem of sound production.

The following books will help tutors to teach pronunciation:

1. Laubach. Focus on Phonics
2. Nilsen. Pronunciation Contrasts in English
3. Clarey and Dixson. Pronunciation Exercises in English

TEACHING WRITING

This varies with the student's knowledge of English and her/his needs. For the beginner it means filling in blanks, writing sentence patterns, grocery lists, notes to teachers, etc. The needs of the graduate student are, however, more complex. They must learn to express their ideas simply and correctly when writing term papers and exams. Books are available to teach all levels of writing.

THE LANGUAGE EXPERIENCE APPROACH

A popular technique used to teach reading is the language experience approach. The student dictates a story to the teacher who puts down the student's experiences in her/his own words. The vocabulary and language skills are determined by the student's ability at the time. As the student's oral proficiency expands, the stories become longer and more complex.

In the beginning, the student requires help to come up with the looked for words, but whenever possible, the student's own words and ways of expressing them are preferable, even if they are awkward. The teacher should change as little as possible, although errors in grammar should be corrected.

Language experience stories should be kept in a folder and brought to each lesson. The student may copy them as a writing exercise or read them as a reading or pronunciation exercise. They may be used for dictation or as cloze* exerxises. For a grammar lesson, the student may be asked to underline all nouns, verbs, or prepositions. S/he may be asked to alphabetize a list of words from the story to improve dictionary skills. The number of ways to use language experience stories is limited only by the teacher's ingenuity.

* This is an exercise where the text is presented with certain words left out to be filled in by the student; for example, the articles: a, an, the, or prepositions.

Memory: Sight Words

NEW INSTANT WORD LIST By Edward Fry*

A STUDENT MUST LEARN THESE 300 INSTANT WORDS TO HAVE FLUENCY IN READING, WRITING AND SPELLING.

WHY? •The first 10 words make up about 24% of all written material.
•The first 100 words make up about 50%.
•The 300 words make up about 65% of all words written in English!

THE FIRST HUNDRED

Group 1a	***Group 1b***	***Group 1c***	***Group 1d***
the	or	will	number
of	one	up	no
and	had	other	way
a	by	about	could
to	word	out	people
in	but	many	my
is	not	then	than
you	what	them	first
that	all	these	water
it	were	so	been
he	we	some	call
was	when	her	who
for	your	would	oil
on	can	make	now
are	said	like	find
as	there	him	long
with	use	into	down
his	an	time	day
they	each	has	did
I	which	look	get
at	she	two	come
be	do	more	made
this	how	write	may
have	their	go	part
from	if	see	over

Common suffixes: *s, ing, ed*

SECOND HUNDRED

Group 2a	Group 2b	Group 2c	Group 2d
new	great	put	kind
sound	where	end	hand
take	help	does	picture
only	through	another	again
little	much	well	change
work	before	large	off
know	line	must	play
place	right	big	spell
year	too	even	air
live	mean	such	away
me	old	because	animal
back	any	turn	house
give	same	here	point
most	tell	why	page
very	boy	ask	letter
after	follow	went	mother
thing	came	men	answer
our	want	read	found
just	show	need	study
name	also	land	still
good	around	different	learn
sentence	form	home	should
man	three	us	America
think	small	move	world
say	set	try	high

THIRD HUNDRED

Group 3a	Group 3b	Group 3c	Group 3d
every	left	until	idea
near	don't	children	enough
add	few	side	eat
food	while	feet	face
between	along	car	watch
own	might	mile	far
below	close	night	Indian
country	something	walk	real
plant	seem	white	almost
last	nest	sea	let

school	hard	began	above
father	open	grow	girl
keep	example	took	sometime
tree	begin	river	mountain
never	life	four	cut
start	always	carry	young
city	those	state	talk
earth	both	once	soon
eye	paper	book	list
light	together	hear	song
thought	got	stop	leave
head	group	without	family
under	often	second	body
story	run	late	music
saw	important	miss	color

Using the Newspaper

"All I know is what I read in the newspaper"

—Will Rogers

For many adult literacy students, reading the newspaper is a major goal. But often, they and their tutors feel that the newspaper is something to tackle after a lot of textbook work. Not true! The newspaper can easily be used to complement and reinforce any textbook or teaching plan. In fact, the newspaper can be used as the main text. It can be used to teach the alphabet, sight words, phonics, comprehension, writing and grammar, as well as to develop critical thinking skills.

Here are some suggestions for using the newspaper as a skills text. Many can be used with whatever section of the paper most interests your student. Try these, and then think of your own.

ALPHABET:

1. **Find pictures of things that start with different letters of the alphabet.**
2. **In the comics, circle given problem letters each time they occur.**
3. **Find the names of fruits and vegetables in a grocery ad and alphabetize them.**

SIGHT WORDS/VOCABULARY:

1. **In an article, circle given sight words each time they occur.**
2. **Find the names of important people and places in the news.**
3. **Find words in the paper that begin with the letters in your first name and that describe you (as you are or as you would like to be.)**
4. **Use synonyms to make new titles for movies in the entertainment section. (Ex: *Fantastic Voyage = Incredible Trip.*)**
5. **Find ten words in the paper that you don't know. Write each word, copy the definition from the dictionary, and write a sentence using the new word.**

PHONICS/WORD PARTS:

1. **Find pictures of things that rhyme.**
2. **Find pictures of things that begin or end with the same sound.**
3. **Read an article to your student. Ask him/her to stop you each time you read a word with a given initial consonant sound.**
4. **Find the compound words in an article. Draw a line between the two parts of the word. (Ex: foot/ball.)**
5. **Take a paragraph of an article and see how many little words you can find in the big words. (Ex: In the word *gathering* you find the words: *gather, at, the, her, ring, in.*)**
6. **Find words that illustrate phonics rules you're working on. (Ex: words that have long or short vowels in them, words that end in silent *e*, words that end in *ed, t, er, d*, and words which contain problematic consonant blends.)**

READING TO CHILDREN

It is said that children who are read to will enjoy reading themselves. That's why parents are encouraged to read to their children. With foreign born parents, this may work to their own advantage. When reading to their children, they have the opportunity to practice their new language. It might be boring or embarassing to read children's books for themselves, yet it is perfectly acceptable to read them to their children.

The English tutor can take advantage of the situation by helping the parent to practice reading. Together, the tutor and student can read the book that the student will later read to her/his child.

The tutor may bring in the books, or the tutor and student may visit the library to borrow chihldren's books. In the process, s/he might even get a library card.

PLANNING LESSONS

New tutors often worry about the organization of a lesson. The answer to this problem is a lesson plan. (See the form on the next page.) As the lesson proceeds, you may have to make adjustments in your plan, but having one will make for a smooth lesson and will give you the self-assurance you need. Decide how much time you expect to spend on each item and remember that your lesson should includé listening, speaking, reading and writing activities.

A warmup conversation or exercise is a good way to begin each lesson. You may want to review vocabulary from a previous lesson, or simply have a conversation. In the latter case,don't feel that you must correct every error. Simply note the student's mistakes and if they follow a pattern, they may form the basis for a future lesson (in grammar, pronunciation, etc.)

Next, you might return the student's homework with your comments.

This may be followed by some work with idioms (if your student is not a beginner), and the discussion of a preread article or an oral report of an article or activity experienced by the student since the last lesson.

A grammar lesson* or grammar drill on an observed problem or a pronunciation lesson with a troublesome sound may complete the lesson. And don't forget a homework assignment!

The preceding ideas are just suggestions. As you get to know your student, you will develop many more.

Until You develop your own format for a lesson plan, you may find the one on the next page helpful.

* When teaching grammar, it is not a good idea to have your student read lengthy and difficult explanations from the text. It is better if you explain the rules in simple language, using illustrations. Have the student do an exercise (found in one of the many grammar books available) and only then, ask her/him to read the rules if there is still a problem.

LESSON PLAN

Objectives:

1.

2.

3.

4.

Materials:

1.

2.

3.

4.

5.

Warm up (x minutes)

The lesson (Activities)

1. (x minutes)

2. (x minutes)

3.

4.

5.

6.

7.

Homework assignment